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621 794 527 of the legs and arms of our patron lord, Jesus, in reference to liquor). The prayer-like intonation, together with repeated invocation of the gods, gives [192] a sacred quality to the words.

[203] Liquor, referred to as "the gift of God" or "gift of the ancestors," is of crucial significance in both civil and religious ritual. Receiving an offering of liquor is tantamount to accepting part of the spiritual essence of the donor. Drinking in each of the domains—the house, the town hall, and the church—serves to tie together different sets of participants in the obligation system of service to the community. In Mauss' terms (1954:11) receiving the gift defines "a pattern of spiritual bonds between things which are to some extent parts of persons, and persons and groups, that behave in some measure as if they were things."

[203] In both inaugurations an attempt is made to control the intake of liquor so that the officials can function in the ritual. This is shown in the civil inauguration when the first policeman thinks about whether the police can take another drink and still carry out their duties. It is more explicit in the religious inaugurations when the cofrades warn the mayordomos that they should not drink so much that they "walk like madmen." The mayordomos then pass on the drinks served to them to the nakawanchetik who drink them and fall into a stupor.

621 794 527 793 • 875 In noting the difference between elicited and performed ritual, minimal changes in behavior provided clues to structural change. The change of custom as to where the meal of the mayordomos takes place (it now is given at the house of the cofrade rather than in the courtyard of the church) indicates a significant shift in the relation between the priest and the local religious leadership. The priest has gained control over the church since he has taken up residence in the parish house. The incident in which the confrontation took place is described in Chapter 9. Divergence of the performed from the expected ritual in the inauguration of the civil authority occurred when the schoolteacher delivered the oath instead of the former Ladino secretary. This revealed the schoolteacher's increasing power in his competition with the former cacique.

621 794 527 The rituals of both civil and religious inaugurations reveal the sense of the sacred obligation to the ancestors. Although both the roles and the scheduling of events are derived from outside the culture, the necessity for

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partners. He sold a few shares of a truck he and his family owned to Indians, but he retained the controlling interest. His wife was reputed to be a witch, and was an active curer, combining old and new treatments of illnesses.

His position was challenged in the 1960s by the Ladino schoolmaster, who had been remarkably unsuccessful from his arrival in 1953 until that time in gaining personal power and influence. His intercession in a local homicide case involving a father's murder of his son outraged the townspeople, some of whom threatened to kill him. His attempts to have water installed aroused the curers against him since they were accustomed to bathing their patients at the source of the spring from which they were debarred when the plumbing was installed. His demands that children within the legal age limit should not only attend school but should be prohibited from marrying until they had completed their schooling caused the anger of parents who wanted to give their daughters in an early and profitable marriage.

Gradually, however, the schoolmaster extended his own base of support. He minimized his attack on local customs, adhering only to those laws affecting the school population, over which he had a great deal of control. Some of his support came from the orthodox Catholic members of the community; he extended his control through compadre relationships with over eighty members of the community. He showed movies which he acquired from the United Nations and other educational film sources and gave away medicines acquired from the health officials in the state capitol who were his friends. From one of these sources of philanthropy he acquired wool shawls which he gave to every woman in the town.

The professor demanded no return from the townspeople other than their respect and admiration; he was a person who enjoyed commanding others and needed an arena in which to project his own personality. In his early years in the town, he had to satisfy this need by capturing stray tourists and plying them with soda pop or coffee. His first opportunity to gain leadership in the local sphere came in 1963, when he supported the new truck-owning cooperative. He used the influence of contacts in the state capital, including compadres, friends, and relatives of his wife's family. He promoted the cooperative's attempt to gain the presidency. One of the first

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acts of the new officials was to fire the Ladino secretary and install an Indian for the first time. The schoolmaster had won his battle for recognition. In every legal dispute in which the town became involved, the schoolmaster accompanied the town officials as they went to visit departmental and state leaders, acting as their spokesman. He never accepted even expenses for these trips. His satisfaction was in giving advice to the officials on all matters, in being the man whom outsiders consulted before anything could be accomplished, and in finding an audience.

The schoolmaster consolidated his position by drawing together all his supporters in a parent-teachers association, which served as a captive audience for his extended monologues. I was called upon as a witness to the installation of the members, and I took advantage of the occasion to record some of the schoolmaster's rhetoric as he addressed the "parents." In attendance were the president, his brother, four members of their truck-owning cooperative, and about ten other representatives. The teacher told me that they were the best people in town—not one of them had killed anyone! The excerpt below is not complete, but there was sufficient repetition in the schoolmaster's discourse so that nothing is lost.

Schoolmaster: "I don't fight with anyone. We do not come to fight. A schoolmaster is a guide to teach respect. I have thirty-three years teaching in pueblos of campesinos, poor people like you. I am your brother. I am your teacher. The ignorant people do not want to send their children to school. This is a good school, and there are those of you who have succeeded by learning. Ramon Leon was a boarding school student for two years. He and seven others have received scholarships. They accuse me of not working, but they do not know what is happening in the school. Those who know give congratulations to the school. The children of this school won the competition at the conference of teachers. It is neither a poor school with poor students, nor a rich school with rich students, but all are together. They say we do not teach. Compadre" (to president), "is this so? They say we only dance, but at the conference our students won the prize.

"This school is yours. It is better organized than any other. The flag which we had we gave to Villa Las Rosas because they are campesinos;

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159 *they are my friends. I prefer to send it there than to Teopisca, because*
895 *they are campesinos.*
871 *"I have proved to you I am a friend of campesinos and of the poor. I*
563 *don't have to say anything if I see that some are killing, that some are dis-*
177 *tilling liquor. This is an affair of the civil authorities, not of me. If some*
178 *come to tell me that so and so has killed someone, I close my ears.*
557 *"What is more important in life is what is in your head, not your cloth-ing. Do you understand me?"*

All reply, "Yes, maestro."

"If we are going to win over Teopisca and Villa Las Rosas, our children have to work hard. I had the luck of receiving a medal because I am one of the principal teachers and know the preparation of teachers. The Jefe of Operation put a medal on my breast and gave me an abrazo. *Here is the picture taken two years ago—Lupe get the rag!" Schoolmaster dusts photograph with rag. "Here you see me with the medal on my breast.*

"Who is more important—the one who accuses me and has to put his finger to sign the declaration, or those of you who can write?

"Now the schoolmaster does not give permission to let the children stay away from school. We do not have authority to release the children except for illness. Those children who go most often to school are those who get ahead. They speak idioma [*native language*] *when they play, but when they enter the school they speak* Castellano [*Spanish*].

"Now you know everything. I am happy with you. If there are some who are not happy that I am here, then I shall go happily. There are schools where schoolmasters hit the children. There is a school where the Indian teacher hit a child three times. This is a crime!

"I know where all this talk comes from. Don Ramon [Ladino secretary who supported opposing candidate mentioned above] has a truck—he and Doña Juana. They buy wheat and corn at half price. If the Indians do not pay off, they get double the return at the next harvest. My compadres have come and told me. Those who are with him are traitors to the pueblo. They are being exploited by him. They have two trucks in Teopisca. They come and ask people to sign a paper supporting their candidate. People sign because they are afraid she [Juana] will use witchcraft."

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President: "Ramon left her, but then he went back to her because of witchcraft."

Schoolmaster "This is the group which is against me and is against the pueblo."

Schoolmaster's wife: "You see how happy the pueblo is." She waves her hand to plaza where marimba is playing for the fiesta. "Everything is well organized. Not as it was formerly when Don Ramon was in town."

President: "You see how the pueblo is learning. The children are learning to knit. Everyone knits."

Schoolmaster, giving oath of office to parents: "In the name of the Secretary of Public Education, I ask you to serve with faithfulness to the pueblo. The school is the defense of the country. It is preparing you for tomorrow. The society of parents of the school represents you. Your children represent the future of the country in the sign of the three colors, and you have the obligation to defend the country. The country will become great when all the children know how to write. When Mexico has need of its children, the children will be prepared to die for the country. You should see that schools prepare the children. See Mexico is a country united.

"I have been here since 1953. It is not now as it was then. We have water, a highway. You are not in the state you were then.

"Today we see a kiosk." He waves hand to plaza. "Tomorrow we will have a telephone, telegraph, and a factory. It will be a grand pueblo, a civilized pueblo. There was a schoolmaster here who worked two days a week. I have worked every day since 1953. I secured eight scholarships for the children. If there are some who didn't go, it is because their father does not send them. If there are those who say the school does not function, they are traitors to the pueblo. Honorable Society of Fathers of Families, I am the schoolmaster. I shall explain. Give an applause." Applause.

The schoolmaster's discourse reveals several aspects of his position in the town. He indicates the lesson he has learned in avoiding interference in the town's social control system ("I don't have to say anything if I see that some are killing, that some are taking out trago. This is an affair of the

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159 civil officials, not of me"). He identifies himself with the Indians in the
875 fight against the competitive trucking cooperative ("Those who are with
563 him [Don Ramon] are traitors to the pueblo. They are being exploited by
177 him"). While he does not accuse Ramon's wife directly of witchcraft he
178 implies this in saying that people sign their candidate's nomination peti-
[754] tion for president because they are afraid Juana will use witchcraft. This is
[626] a characteristic mode of attacking one's enemies in the town. He claims credit for all of the innovations in the town which have won public approval—the highway, the water supply, electricity, and so forth.

622 The profit motive is inadequate to explain why Ladinos want to play
875 the role of cacique in these corporate Indian communities. One must seek
563 for an explanation instead in the social status they gain. While their jobs
177 are limited and usually frustrating and they can never be completely inte-
178 grated into the community, political activities offer them a larger arena in which they can derive personal satisfaction. The contrast between the schoolmaster's position in Tzo'ontahal before he became a political leader and his position after finding local supporters illustrates this. In the early days of his residence in town, when he built a chicken coop which extended a few feet beyond the grounds allotted to the schoolhouse, some Indians threatened to kill him. In 1957, I saw him trying to summon a policeman from the town hall, which was adjacent to the schoolhouse, to remove a boulder from the path so that a visiting friend could pass in his automobile. No one heeded his urgent shouts or the whistle he used to call children to school, although they were well aware of what he wanted. But by 1965 there was not a single important transaction which did not require consultation with the schoolteacher. Campesinos from as far as Villa Las Rosas came to request his advice and his help in approaching government agents. In projecting his political role, he gained support for projects
[653] which were of interest to him. When he had succeeded in getting the gov-
312 ernment to install water pipes and electricity, he talked the civil authori-
[365] ties into building a kiosk, or bandstand, in the plaza. This was a fulfill-
[345] ment of his ambition to make the town over in the image of a colonial Spanish pueblo. His final statement in the speech quoted above, "Today we see a kiosk, tomorrow we will have a telephone, telegraph, and a factory!" reveals the symbolic significance it had for him.

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building. When they leave the cabildo, they take their staffs as a mark of office.

The central room serves as a courthouse, a place for legislating and administering town affairs, for performing marriages, recording births and deaths, and for inaugurating new officials. Everyone who goes to the courthouse has a specific purpose for being there. Regular attendance means that an established seat and place in the order of greeting and drinking is accorded—even to the anthropologist.

Each day the civil officials assemble at the town hall about eight in the morning and take their accustomed places. Sitting is an official act. In listing the duties of the president, for example, "sitting at the table" was given first in order of importance of his functions by two informants, and in the case of the judges, "sitting at the bench" was listed first.

The president opens official mail and dictates responses to the secretary, now an Indian of the village, who pecks out the letters on an ancient portable typewriter. Since typing is a new skill for him, he makes many errors, and his retrials are accepted with patience and sometimes joking by the president and judges. When the president has an order for the police, it is transmitted to the regidor, who in turn passes it on to the police. The police always carry out their orders in pairs. Interruptions occur as petitioners enter. Men come in to announce the birth of a child and receive the name of the saint's day from the president, who consults the calendar; creditors arrive to request that a debtor be jailed for nonpayment of a loan or interest. When official visitors arrive from the I.N.I. or from the Ejido Commission, the president usually rises and stands at attention, agreeing with everything said. If it is an affair of some importance, the discussion may be continued in the schoolhouse, since the teacher has gained political importance in the town. The Indians rarely oppose departmental or federal officials directly; when they are unwilling to comply with an order, they stall for time, figuring that in the long run time is with them.

When the cabildo serves as a courtroom, it provides a setting for airing not only the grievance which precipitated the court action, but also the entire spectrum of personal relations involved. More women than men resort to court, since the drinking customs for men mean that they are more often the violators of norms. Behavior in the courtroom is controlled by a

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346 776 782 individuals can visit the saints on their own personal missions. Appendix 3A records the visits of groups and individuals on an ordinary Sunday. Their actions in the church are part of the standardized behavior incumbent upon all those who enter the building.

Communication with the saints is ensured either by touching and kissing their images or, if the images are enclosed in glass cases, by tapping the gl with offerings of money. It is believed that one gains an audience [562] by pay..g for it. When groups larger than individual clusters of visitors enter the church, sexual segregation is observed (for example, when a male child enters with his mother on the occasion of a mass, he remains with her until more people arrive, then leaves her to stand on the male [788] side of the nave). Ritualized wailing is done by women only. After such a [52] demonstration the women show normal composure, since wailing is a standardized mode of communication, not an outburst of uncontrolled emotion. It is private and concerns the individual wailer and the saint to which she appeals; none of the other visitors in the church indicates any sign of response to these displays. Unless there is a focused activity going [794] on, such as a mass or series of baptisms, each visiting group is an autonomous unit, carrying out its own mission.

794 571 562 People visit the church most commonly in pairs of two. They congregate for mass in a pattern in which women and children enter first, and men, who linger in the plaza until the church is partially filled, enter in clusters and take their places on the male side of the nave. The religious and civil officials enter last, and the mayordomos, whose attendance is one of the obligations of their post, move toward the altar at the front. Men attend church less frequently than do women.

The School

346 621 875 [77] [78] Unlike the church, the school is regarded as an alien structure. Assistance in reconstruction and maintenance is given under pressure rather than voluntarily. Until fairly recently, schoolteachers too remained unintegrated in the community. In the early years of the school's existence, there was a rapid turnover of teachers. The employment of a schoolmaster with a wife and daughters stabilized the position after 1953. The school has be-

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come the domain of the schoolmaster, who represents federal influence in the local community. He has rebuilt parts of the structure in the thirteen years he and his family have lived and worked in this building; it was his fortress when the Indians threatened to kill him for building a chicken coop obtruding into the street, and again when he interceded in a case of homicide. He has a small arsenal stored in his bedroom in preparation for any reversal of his position in the community. The school is his platform, the area he controls and from which he shouts to his compadres—the storekeeper, the fiscal, and the president—to come speak with him.

The long building is subdivided into four classrooms and the living quarters of the schoolmaster's family. The classrooms are furnished with crude benches and tables; blackboards and charts of birds, animals, and the alphabet decorate the walls. The back porch, converted to classrooms to accommodate the three hundred and fifty children, overflows with benches. The students' own materials—a notebook, pencil, and erasers—are provided by their parents. When a notebook is filled, the students industriously erase all the marks and reuse the book until it falls apart.

When I was in the village, the schoolmaster often encouraged visitors to share a Coca-Cola with him in his office. Here, surrounded by his books, his collection of artifacts of both genuine and spurious origin, a picture of the district inspector of federal schools pinning a medal on his chest, the flag of the Mexican republic, he could speak freely of the personal attacks and frustrations and of the rare satisfactions he encountered "in bringing civilization to the town." As he began to build up his political power in the community, the president and síndico often consulted with him on town affairs. Agents of the federal or departmental offices who came to town frequently communicated with him directly before going to the cabildo. The school became the arena for working out political programs and strategies. The schoolmaster prided himself on being the primary channel of communication between the outside world and the village.

The conflict of interest between the schoolmaster and the parents of the children over attendance in school has been ameliorated in recent years with the acceptance by some of the parents of education as an advantage. In the early years of compulsory education, physical force was used to round up the children. The traumatic experience of his first day in school

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Teopisca. The schoolmaster said, "Don't cry, Ceferino. I am not going to beat you because you will learn to write. It is good to know how to write. You will speak Spanish because you will hear it, and you will look at the letters because the letters are the same as they are spoken in Spanish. Sit down now, and come tomorrow."

Then I told my mother to look for a slate and chalk because every morning and afternoon I wrote. She was of one heart and did not cry when she heard how I entered in the school.

For the most part, the teachers rely on authority in their program of instruction rather than encouraging the active involvement of students. In the early years of the school, there was a rapid turnover of teachers, but the employment of a schoolmaster with his wife and daughters stabilized the position after 1953. The children respond with respect and fear to the schoolmaster, and occasionally with interest and enthusiasm. The following reminiscences by the informant, Ceferino, reflect the fear, tempered by some pleasure and interest, which he experienced:

The first schoolteacher I had when I entered school was called Chaya. She taught me to write with chalk on a blackboard. Every time I wrote badly, she told me to erase the letters and write another. After I finished, I went to my house at three in the afternoon. The next day I would go back to school. I would write on the blackboard. Writing was another kind of thing. The chalk did not stick well on the blackboard. Afterward, we started to use ink, and I began to learn well. But for a long time, I did not learn how to read. For one year, I couldn't speak Spanish, but I continued writing letters. This schoolteacher left and another came, Mista Munda Gordi. He asked me what my name was, and I told him. He saw that I didn't write the letters well. He was interested. He told me how to do it. Then I began to improve, and my name came out well. He said that the letters were better. He saw that now it was good. "Now you can make capital letters."

Mista Munda used to beat us if we did not make good letters, but I did not know how to make capitals. He told me he would beat me, so I began to do the capitals well. He saw that it was better. When he saw the letters, he gave me a book. In the first year, I finished the book, and he gave me

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159 212 875 876 *another book that added to the letters I knew. He saw that I was doing well. I began to read out loud, and he listened to see if I read well. Then he heard that I did well, and he gave me another letter to learn. Then he gave me another book, to take to my house.*

["Was he a good teacher?" I asked.]

He beat us if we didn't do the letters well. He would pull my ear and he scolded very much. I began to make the letters better, and I was writing when the schoolmaster left.

A third schoolmaster came and taught in the pueblo. He was named Carmen Urban. We received him. I learned a little more writing. Now when he asked me a letter, I could reply. He saw that I knew all the letters, and he gave me another notebook. I began to write with a pen. With the pen my writing came out well. He saw that it was good and gave me another book. After I finished all that was in the book, he took another writing book out. He told me that I read all the letters well. He gave me a fourth book and a piece of paper. It was a very fine book! But this schoolmaster stayed only three months. Then he left. I did not continue in school since my mother said I should continue to learn only until I know all the letters.

She said, "You are an orphan since you don't have a father. You eat by my strength only. Now that you know your letters well, I want to see how well you can help me because I alone am buying corn and you are only eating it. Now that you know everything, you don't have to go to school because you must accompany me in looking for corn."

She saw that I was too big to stay in the school. She went to talk with the schoolmaster to tell him that I could not return. She told the schoolmaster, "See before your eyes that Ceferino has no father. It is for this that I want him to accompany me looking for corn." The schoolmaster said that I could not go out because I was now learning well. But my mother began to cry before the eyes of the schoolmaster and the president. He lowered his heart and said, "Well, take him then."

I left then. My mother heard and went happily because her boy had come out. When I came out I said "Thank you" to the schoolmaster. He said, "Now you know and go. Don't forget your letters. Take this book, and go on reading in order not to forget." I began to copy all the letters in the book so that I would learn some.

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Despite the beating and the scolding, Ceferino recognized that the schoolteachers cared, and this inspired him to learn. He learned to write without any knowledge of the meaning of the words in his first year of schooling, but this did not discourage him. He was among the first four literate Indians in the community.

The program of education for primary schools today is scheduled by the Secretary of Public Education in Mexico City. The teachers conform to this as best they can in the overcrowded, understaffed conditions. The first-year program, according to the book, includes, in addition to reading and math, health studies—basic knowledge of nutrition, social and personal hygiene, the study of the healthful environment, the prevention of diseases and accidents, and first aid. The second-year course includes the study of nature—the sky, earth, seasons, the various changes in the moon, and conservation of natural resources. In the third year of their training the children learn about social life—the child in the home, school, community, and nation. The fourth year includes creative activities—games and artistic expression through learning to play musical instruments and the formation of orchestras, for example. The fifth year teaches practical activities—the construction of toys, work in gardens and other agricultural projects, and the economics of the home; and the program during the sixth year stresses the study of the national language, arithmetic, and geometry. Each of these six sections has a list of the knowledge, habits, abilities, and attitudes the teacher should have formed in the children by the time they have finished the year. The lists become more detailed with each passing year. The amount of material the teacher is expected to cover is impressive.

Mary Marshall's observation of classroom behavior (Appendix 3B) suggests some of the complexities of communicating this standard program in a class of first-year pupils. Inside the schoolroom almost all behavior is initiated and controlled by the teacher. All communication within the school is in Spanish—the teacher ignores responses other than those in Spanish—although most of the children understand no Spanish when they enter school. The regular pattern of question and response is sometimes broken up by demonstration of objects. The children's response is greater when the teacher reverses the pupil-schoolteacher role and lets them ask the questions she tells them. The scarcity of materials imposes a greater bur-

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den on the teacher already laboring with the barrier in communication. Despite these difficulties, the children manage to learn the basics of reading, writing, arithmetic, and Spanish in four years of schooling. The teachers are devoted and spend at least seven hours in the classroom each day.

During the recess period the children play individual competitive games except when organized games are introduced by one of the teachers. There is a tendency toward ganging up on weaker individuals in fights that occur, but I have never seen signs of marked brutality. Since the Ladino children are a small minority in the school (there are no more than a half a dozen among the three hundred and twenty-four students) the Indian children do not face the discrimination found in schools with a greater proportion of Ladinos (cf. Romney and Romney 1966).

Discipline is no longer as strict as it was in the early years of public education. The teacher allows someone who has been hit to hit the aggressor but does not herself intercede. Threat of punishment may be made by the teacher, but I have never seen it carried out, and it is never suggested as a solution to failure to learn.

In comparing the domestic, civil, and religious domains of activities, the following features emerge:

1. In each domain, a hierarchy of power is present. In the house, males take precedence over females, and older members over younger. In the cabildo, the power hierarchy takes the form of a rank order coordinate with age in most of the offices, while in the schoolhouse, power is polarized with all authority vested in the schoolteacher. In the church, the conflict between the priest and the cofrades (Chapter 9) has not been resolved. Within the ranks of the mayordomos, relationships between the elder and junior mayordomo establish a graded ranking system (Chapter 8).

2. Behavior in each domain is standardized. Relative rank is reflected in seating order, greeting order, and drinking order. Autonomous behavior is most marked in the domain of the church. Focused interaction is predominant in the school, where order and control are based on absorbing the attention of the child in a learning task.

these apparently irrelevant comments reveal the power play going on behind the scene of the ritual.

The observed schedule for the civil inauguration (App. 1, column 4) differed from the elicited in four details. The first of these was an item omitted by both informants: after liquor was served in the house of the president, the entire company stood up and "turned toward the wall" (App. 1, Q. 20). When I questioned my informant, he corrected the orientation "toward the wall" and said that they were turning toward the east in deference to the leader of all the saints of the east, led by Santo Ajio. He said that it was done in all household celebrations in order "to be sure that the devil does not enter." Belief concerning these saints is fragmentary, and perhaps because of this, behavior relating to them is not easily recalled. These behavioral sherds, when cut off from the belief system they once dramatized, survive in "perpetuating the custom of the ancestors" *(hič sluwar hič likem me?tiktatik)*.

Another detail not mentioned by informants was the presence in the house of the president of the rural colonia inhabitants (Chart 6). This omission is typical of the neglect in reporting the activity or presence of anyone other than residents of the center. When I asked what they were doing there, I was told they came "to know the president."

Finally, an important divergence from expected behavior occurred when the schoolteacher, instead of the secretary, delivered the oath of office. This change was evidence of the schoolteacher's success in a factional struggle developing around new economic enterprises in the town. The former Ladino secretary was in close alliance with the former president and had supporters in the group of 20 co-owners, Indians from the village, of the truck when he had purchased. When the incoming president with his brother bought a truck with the assistance of 30 members of a truck-owning cooperative, a new focus for factional strife appeared in the town. The new cooperative was supported by the schoolteacher in his own bid for power. When the truck owners ran into any difficulty with the highway patrol, carrying wood or passengers without permit, the driver would refer them to the schoolteacher, who would then claim it

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was done at his order for the school.[11] The new co- 621*
operative was harassed by the old group, since the 578
president did everything in his power to cut down 474
their competition. As fiscal, his other role, he maneu- 494
vered the appointment of the chief business agent of [875]
the new truck cooperative and three other members [622]
as *niẗ'anil martomaetik*, junior caretakers of the [794]
saints. This meant that their Sundays were occupied
in church affairs and cut into their taxiing of passen-
gers from Tzoʔontahal to Himšol, the neighboring
Ladino town.

The nomination of the president was effected by 621*
winning the support of the Partido Revolucionario 665
Institucional (PRI). Supporters of the nominee se- 666
cured over 85 signatures from townspeople; the op- 622
position candidate failed to get more than 28. Once 578
PRI support was obtained, the election on November
20 was assured since one-party rule prevails here as
in the capital. This is the first election which has been
contested in 10 years. The last contest came when
some members of the barrio of Yut' hok became
members of the minor party, Partido Acción Na-
cional (PAN). Because this group and their presi-
dential candidate all came from one side of the dual
division, Alannantik, those from the other side said
that they should have a party representative. They
drew up a plan to run a candidate on PRI. The PAN
candidate won. The present contest was drawn on [474]
the basis of membership in the truck-owning coopera-
tives which cut across the dual division.

The present nominee did not want to run for office. 666
Early in the running there were verbal threats on his 622
life. He had never passed in any office other than that 578
of president of the ejido commission, and although
the office of president is not a rung in the ladder to
office, it is expected that the incumbent would at least
have experience as síndico. Three sources of opposi- 666
tion to his candidacy developed. First in importance 622
was the original trucking cooperative, which objected 578
to the competition of the president and his faction 474
in the new cooperative. Second, these members 548
spread the rumor that the new president would bring
in federal agents to break up the liquor traffic, which
was becoming one of Tzoʔontahal's most important
economic self-development projects. Thus all the dis-
tillers were apprehensive of their future under his
term of office. Third, there was opposition on the

[11] Siverts (1964) describes Ladinos' "competition for each others' Indians in Cancuc."

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*621 124 796 [798]	26. What do they do in the townhall?	They take the oath		
	27. How is the townhall arranged?	The four holy crosses brought by the alfereces and the holy staffs are on the *tatik* table		On the table were 4 banners, new staffs, key of cabildo laid on orange leaves sprinkled about on table.
	28. Who is in the townhall?	There are gathered the old officials *(mamal k'a hu?eletik)* and the two principales *(mamal krinipaletik)* and the four alfereces *(alperesil)*. (See Chart 7)	It is the old officials	(See Chart 8)
	29. What are the old officials doing?	They are seated conversing		
*621 124 796 64 [782]	30. How do they take the oath?	They take from the *tatik* table what they give the oath for—the four holy crosses and the four staffs.	Standing, the new officials call the name of God. They form a line before the banners	New president ordered new officials to form a circle around table. Then the martomoreys prayed holding rosary in hand
[273]	31. Who passes the staffs *(sbaratik me?tiktatik)*?	One principal passes it to the other who gives it to the hand of all the officials	One principal passes it to the other who gives it to the hand of all the officials. They encircle hand with rosary and take their staff	Two principales handed out staffs first to president, then first judge, second judge, assistant judge, regidores and police. The second principal was very drunk and had to be directed by former president
*621 124 796 641 875 539	32. Who gave the oath?		The secretary	The schoolteacher
	32a. What does the schoolteacher say when he gives the oath?			Gentlemen, by the will of the pueblo, the government of the state leaves us in charge of the officers before us. The president is in charge of the pueblo during the three years from this one on, 1965, –66, –67. This pueblo has the obligation of helping him in the organization of all his works. It has the obligation of respecting his command, and the authorities that are going to work with him also have the obligation of respecting him because he is the first authority. All of us who belong to the pueblo and all the societies have the obligation of respecting him just as the assistant authorities fulfill his orders because he is the primary authority. Raise the right hand, repeat after me: In the name of the government of the state with the honor that characterizes them I swear to fulfill with honor

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APPENDIX 1—*continued*

QUESTION	INFORMANT 3 GENERAL DESCRIPTION	INFORMANT 2 CASE: ENTRY OF FIRST JUDGE	OBSERVATION CASE: JANUARY 1, 1965
			and enthusiasm what the constitution commands us. I want in this moment, under the oath, to designate the position of municipal president of the pueblo
33. How did new officials respond to oath?			Officials raised hands with rosary in it. Then they put rosary on their necks
34. What do they do after the oath?		Pass over the papers with the acts, with all the things	Take inventory of communal possessions—5 chairs in bad estate, 2 *codigo viejo*, etc.
35. Who takes inventory?			The past president
36. What do they do after they take their staffs the new officials?	The four alfereces go out with their banners	The alfereces go out in a procession with the banners	First alferez came to table, crossed himself, kissed banner with kerchief bound on handle, unfurled banner. He followed with second, third, and fourth alfereces. Flute and drum began as alfereces came out. They turned and faced the townhall. Inclining banners the police went out, knelt, crossed selves at door. Then the regidores, then president, then síndico and judges
37. What time did the procession begin?			1:05
38. What did the procession look like?	(Chart 9)		(Chart 10)
39. How many turns do they take?		They take two turns where the fruit is sold (reference to plaza during a ceremony)	Two turns (started behind school house but old *naka-wone* redirected them)
40. What did the alfereces do?			At door of the townhall, drew up horses facing it, dipped banners. Same at church
41. Where does the procession go?	To the church	They go to the church	They enter the church
42. Who remains at the townhall?		The officials come out, leaving all the townhall silent except for the two principales who will await the new officials	The two principales remain within
43. What do they do in the church?	All the officials speak to God (Chart 11)	They speak to God. They kiss all the saints	They pray at the altar, then kiss the saints as they leave. The alfereces leave their banners in the church